

School Report Card - Walter J Paton

Walter J Paton (02710025)

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Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2003 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

Enrollment - 2004			
	School	District	State
Race/Ethnicity			
African American	1.1 %	2.1 %	8.8 %
Asian	7.0 %	10.7 %	4.7 %
Hispanic	1.1 %	2.6 %	11.5 %
Native American	0.5 %	0.3 %	0.3 %
White	90.2 %	84.3 %	74.6 %
Gender			
Male	51.2 %	50.4 %	51.5 %
Female	48.8 %	49.6 %	48.5 %
Selected Population Enrollment			
Limited English Proficiency	0.7 %	1.3 %	5.0 %
Low-income	5.4 %	7.0 %	27.1 %
Special Education	10.7 %	13.8 %	15.6 %
Migrant	0.0 %	0.0 %	0.2 %
TOTAL COUNT	441	5,562	980,842

Grades Offered: 01, 02, 03, 04, 05

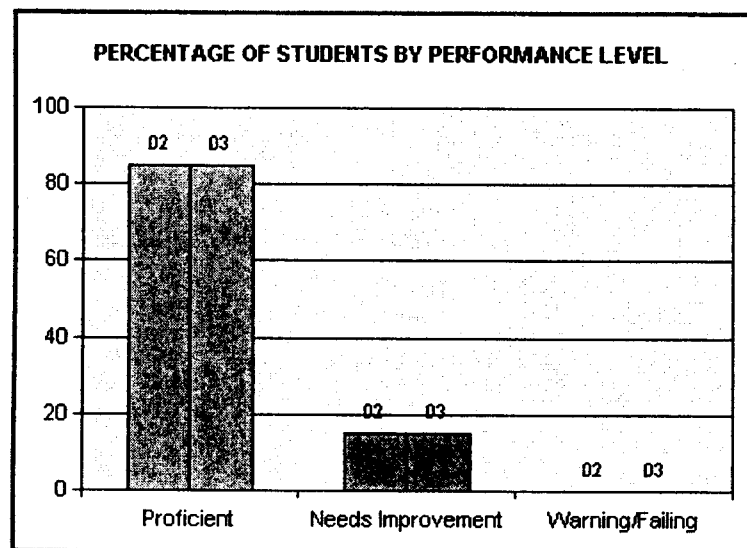
Percent of teachers licensed: 93.57%

Percent of teachers in core academic subject areas who are Highly Qualified: 92.34%

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Grade 03 - Reading

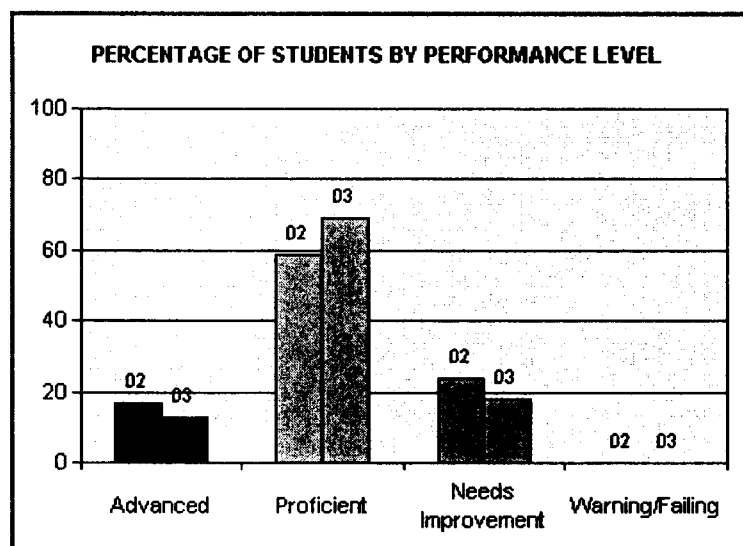
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	11	100	NA	55	45	
GENDER						
Female	42	100	NA	86	14	
Male	40	100	NA	85	15	
RACE/ETHNICITY						
African American/Black	1	100	NA			
Asian or Pacific Islander	7	100	NA			
Hispanic	1	100	NA			
White	73	100	NA	86	14	
LOW INCOME	7	100	NA			
ALL STUDENTS						
2003	82	100	NA	85	15	
2002	89	100	NA	85	15	0
DISTRICT						
2003	453	100	NA	79	19	2
2002	473	99	NA	76	20	4
STATE						
2003	74114	100	NA	62	30	7
2002	74143	98	NA	67	27	6
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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Grade 04 - English Language Arts

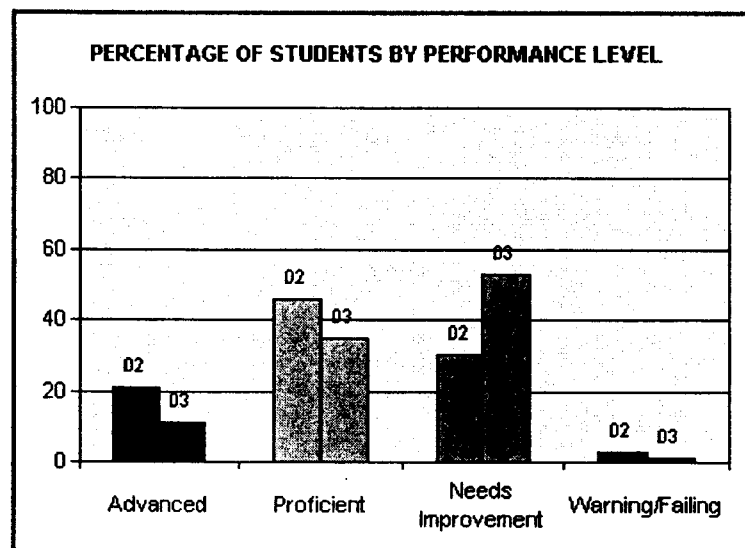
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	12	100		58	42	
GENDER						
Female	50	100	14	66	20	
Male	41	98	12	73	15	
RACE/ETHNICITY						
African American/Black	3	100				
Asian or Pacific Islander	2	100				
Hispanic	2	100				
White	84	99	14	69	17	
LOW INCOME	5	100				
ALL STUDENTS						
2003	91	99	13	69	18	
2002	70	100	17	59	24	0
DISTRICT						
2003	488	100	13	54	29	5
2002	415	98	16	56	25	4
STATE						
2003	75024	99	10	45	34	10
2002	75008	97	8	46	37	10
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Grade 04 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	12	100		25	75	
GENDER						
Female	50	100	8	38	54	
Male	42	100	14	31	52	2
RACE/ETHNICITY						
African American/Black	3	100				
Asian or Pacific Islander	2	100				
Hispanic	2	100				
White	85	100	12	35	52	1
LOW INCOME	5	100				
ALL STUDENTS						
2003	92	100	11	35	53	1
2002	70	100	21	46	30	3
DISTRICT						
2003	490	100	13	33	41	13
2002	416	99	18	42	35	5
STATE						
2003	75339	100	12	28	43	16
2002	75682	98	12	27	42	19
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Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	174	173	99	Yes	168	95.1	Yes	1.2	Yes	97.0	-0.1	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	23	23	100	Yes	22	85.2	Yes	6.6	Yes	97.0	0.4	Yes	Yes
Free Lunch	12	12	-	-	11	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	4	-	-	4	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	9	9	-	-	9	-	-	-	-	-	-	-	-
Hispanic	3	3	-	-	3	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	158	157	99	Yes	152	95.4	Yes	0.7	Yes	97.0	-0.1	Yes	Yes

MATHEMATICS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	92	92	100	Yes	91	79.4	Yes	-6.0	No	97.0	-0.1	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	12	12	-	-	12	-	-	-	-	-	-	-	-
Free Lunch	5	5	-	-	5	-	-	-	-	-	-	-	-
Afr. Amer./Black	3	3	-	-	3	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	2	-	-	2	-	-	-	-	-	-	-	-
Hispanic	2	2	-	-	2	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	85	85	100	Yes	84	80.1	Yes	-6.5	No	97.0	-0.1	Yes	Yes

Adequate Yearly Progress History

School	English Language Arts					Mathematics				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
All subgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	Yes

Data Definitions

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient:

Defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income:

An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Migrant:

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Performance Level Definitions (MCAS):

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Special Education:

Students who have an individualized Education Plan (IEP).

Adequate Yearly Progress Performance:

A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/sprp/cycleIII/>.